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ABSTRACT

To remedy the problem of an ineffective homework policy, a Follow Through kindergarten teacher at the George Howland elementary school in Chicago, Illinois, implemented a practicum designed to increase parent involvement with the school. The program designed for the practicum included: (1) regular homework assignments, (2) grading of homework by teachers, (3) recording of grades on a homework report card, and (4) homework workshops for parents of kindergarten children and primary grade students. Workshop sessions were designed to help parents assist their children with homework activities on a daily basis throughout the school year. Consequently, homework became a highlighted daily event. Parents produced "A Homework Manual for Parents of Primary Children" which included outlines of 25 home learning activities for dissemination to other parents. The evaluation of the practicum indicated that definite changes occurred in the homework patterns of the primary school children as their parents became involved in helping with home learning activities. Although parents were enthusiastic about the workshops, attendance did not rise steadily during the series. Concluding remarks offer recommendations for replicating the practicum. Related materials, such as parent and teacher questionnaires on homework policy, and the homework manual and report card, are appended. (RH)

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HOMEWORK AS A MEANS OF PARENTAL INVOLVEMENT IN THE PRIMARY GRADES OF AN INNER CITY SCHOOL

PRACTICUM II REPORT

BY

JANICE SCHNOBRICH

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HOMEWORK AS A MEANS OF PARENTAL INVOLVEMENT IN THE PRIMARY GRADES OF AN INNER CITY SCHOOL

PRACTICUM II REPORT

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ABSTRACT

Implementation of a Program of Homework Tasks as a Means of Parental Involvement in the Primary Grades of an Inner City School

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Descriptors: Parent Involvement/Parent-Teacher Relationship/ Home-School-Community Relationship/Homework Activities

Many of the parents, whose children are enrolled in Inner City Schools, have difficulty working with and communicating with the school in order to further the best interests of their children. Thus, these same parents feel inadequate in helping their children with work at home once the children reach school age. Much valuable academic time is lost to the child because of the inability of the parent to communicate and work cooperatively with the school.

This practicum solution to the problem of less than sufficient parent involvement in the child's educational activities called for a series of workshops. These workshop sessions were designed to help the parent help the child with homework activities on a daily basis throughout the school year.

There were definite changes in the homework patterns of the primary children as the parents of the children became involved in working with their children at home. The parents were also involved in writing a manual for other parents of primary aged children. By bringing the parents into the school and by bringing the school into the home in a cooperative effort positive results were effected.

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Chapter One: Introduction

Background Information

George Howland is an elementary school five miles south and west of Chicago's major business district. The original school was built in 1893 and was named after a former superintendent of Chicago's public schools. There have been two major additions added to the Howland School. The first addition was built to the west of the original structure in 1912 and the second was added in 1923, joining the original structure from the south.

The present building is suited for a capacity enrollment of 1,300 children. There are, approximately, 600 children in attendance. In the early 1970's Howland housed some 2,100 children. During this same period the Chicago Board of Education released funds for a major renovation of the total structure. Restoration went on from 1972 until 1977 when work was discontinued as enrollment declined. As a result some of the rooms in the 1893 portion have not been made habitable for classroom use. For the most part, the non-restored rooms are on the third floor of the original structure.

In the Spring of 1979 Howland, along with twelve other schools, was slated for closing by the Chicago Board of Education. Open meetings were held and the citizens and community leaders raised protest about the impending closure.

Thus Howland was saved and is still a vital educational institution.

The community surrounding Howland has been on the decline since the 1950's. It was then the population began shifting from white middle-class of Jewish heritage to working class black. Many of the spacious two and three flat apartment buildings were subdivided into smaller apartment units. Local businesses relocated. Some buildings have since been destroyed by fire and/or abandoned, and some have been razed.

There is still a small population of working class Blacks residing in the community, whose grandchildren now attend the Howland School. Most of the children enrolled are from families whose income is at or below the poverty level.

This low level of family income entitles better than ninety-eight percent of the children at Howland to a daily free lunch. The other children may purchase lunch at reduced rates.

This same income status has made the school children eligible for benefits from many other government programs targeted for the inner city school population. At present there are several programs at Howland funded in part through the Education Consolidation Improvement Act (E.C.I.A.), the Department of Health and Human Services and the Department of Equal Education Opportunities (D.E.E.O.) under Effective School designation.

Chicago's Effective School Program lends support to schools which are racially isolated and can not be integrated. Primary concern under the Effective School Program is directed toward segregated minority schools with reported poor pupil attendance levels and low reading scores.

Most recently, Howland applied for and received funding for a gifted kindergarten program for the 1984-1985 school year. Monies for this program come from the State of Illinois and cover only instructional materials. In September of this school year, 1985-1986, a gifted first and a gifted second grade were opened to continue the work of the gifted kindergarten program.

Writer's Role and Responsibilities

This writer is an all-day-kindergarten teacher in a Follow Through program, funded in part by both E.C.I.A. and the Chicago Board of Education. She is also the gifted kindergarten teacher.

Inherent in this role of kindergarten teacher are the many duties designated to all teachers of public school children: implementation of required curriculum, fundamental classroom management and responsiveness to individual and group differences in the learning environment known as school. In addition, this kindergarten teacher is answerable for implementation of the Follow Through program specified by E.C.I.A. guidelines and the Gifted Kindergarten program as specified by Local and State guidelines.

Chapter Two: Study of the Problem

Problematic Conditions

In keeping with the idealized concepts of School and Schooling, homework was expected to be and reported as given to all Howland School children at least four evenings every week during the school year. Lesson plans reflected this (see Appendix J) work. In certain classrooms this was done as part of the room procedure. In other rooms the homework assignments were given lip-service only, and in still other rooms, homework was given on occasion as the "feeling" arose.

Because of the inconsistencies which existed from classroom to classroom, the homework mandate was not paid heed by community, faculty or student. The time allotted to school work was basically set within the confines of the clocked school day. Thus attitudes toward School were also confined to the hours set forth by School Authority. These hours did not carry over to the community at large once the day-ending school bell had sounded.

The few teachers who were persistent in their efforts to give, receive, and grade homework became frustrated in their attempts. This was particularly true of teachers in the kindergarten and primary grades. The children in those grades were especially reliant on parental support for exhibiting good school work efforts and habits.

The diligent teacher of the young child began to lessen

the demands of the homework experience. The blame for this lessening was usually laid with the home and its circumstance. Thus a circle of negativism and apathy was set into motion.

The young children did not do their homework because their parents did not support the school or their children's efforts. The teacher became frustrated because homework was rarely done and the school's efforts were not supported by the parents. The child became lax in homework attempts because his/her parents did not seem to place importance on it's benefits.

The parent who needed to be an active agent in his/her child's support (Bowman & Howard, 1985), from school-to-home and from home-to-school, was not active. The child who needed this support in an effective manner, to maximize time spent in the academic process (The National Commission on Excellence in Education, 1983; Walberg, Paschal, & Weinstein, 1985), did not receive it.

The teacher became discouraged because his/her efforts were in vain. The parent is blamed for the child's academic failures at home and school. The School began to consider the parent educationally retarded (Whiteman, 1980), and therefore, not worth consulting on matters pertinent to the education of his/her own child.

The child became the victim in this cycle of events guaranteed to commit him/her to the same academic failure

that his/her parent had experienced in previous school years.

It was possible that resolution toward solutions to the problem were feasible if school and community began to look at the question in a more positive manner. Homework assignments at Howland could be considered a meaningful extension of the school day (Walberg, Paschal, & Weinstein, 1985) as they were in other countries and in many sectors of this country and locale.

Parents could be notified and educated on the merits of school work as homework and homework as school work. This could be done through written communiques, informing parents of homework policy. Communication with the home could be followed up by joint Faculty/Parent Workshops where parents had some, if not equal, input into the policy of homework for their children.

Assessment could address the parents' real needs amd not just the school's judgement of the parents' needs.

In summary, the Homework Policy at Howland was a commitment on paper only. The benefits of homework were not made clear to parents, teachers, or students.

The necessity for home-to-school and school-to-home positive communication had become muddled in negative feelings and reactions, undermining the importance of the child's learning process.

The concept of the parent as an active agent in the child's education had become lost.

Documentation of the Problem

In September, 1985, as soon as enrollment in the classes was stabilized, the Howland Homework Policy Pledge (see Appendix A) was sent to every parent of a kindergarten-primary student. The sheet was signed, returned, and placed on file. This was followed, within the next few days with a notice to the parents of the first meeting of the Parents' Committee. The first session of this Committee was devoted to the writing of a homework report card. Letter to the parents is Appendix B.

A Parent Questionnaire on Homework Policy was distributed to all parents attending the first session to assess needs concerning knowledge of homework and homework policy (see Appendix C). Information from the Questionnaire was tabulated by adding responses and presented at the second meeting of the Parents' Committee.

With the reporting of parents' tabulated needs, the goal toward preparation of the "How-To" parents' homework booklet was clarified and work begun. Attendance at all meetings was also tabulated, by adding numbers, in order to keep track of degree of participation by parents. Those parents attending and participating in the workshops most of the time were given due credit in the Booklet when it was published.

At the end of the Project Homework Parent/Teacher sessions another Questionnaire was administered to all parents participating. This Questionnaire followed the

same format of questioning and information seeking as the Questionnaire (see Appendix C) previously given at the onset of Project Homework. However, this questionnaire was constructed in the past tense in order to survey how much knowledge had been gained through the Project Homework sessions (see Appendix D). This information was also tabulated, by addition, and reported to the parents in a culminating session.

In addition, a Homework Accounting Sheet was given to each of the kindergarten-primary teachers (see Appendix E). The Homework Accounting Sheet accounted for all homework turned in a given quarter or approximately ten week period. Each teacher was to have filled out four of these sheets using the names of the students from her classroom roster, the homework assignment given and whether or not it was completed, with a grade when appropriate.

This sheet was to serve as reference for filling out the Homework Assignment Report Card and for accounting for the number of assignments completed each quarter. An account of all tabulations, by grade, was to be completed at the end of each quarter. The number of assignments completed each marking period was to indicate progress from marking period to marking period. A summary was to appear in the Practicum II Report. The same information was to be reported to the parents and teachers participating in the workhops.

Teachers were given the Teacher Questionnaire on Homework Policy (see Appendix F) to survey how the teacher proceeded with the homework policy in his/her own classroom domain. This Questionnaire was distributed and collected the first week of implementation of the Homework Project.

This Questionnaire also gave some inkling of general teacher attitude toward the policy of homework.

Causal Analysis of the Problem

The majority of children enrolled in the kindergarten and primary grades at Howland are from homes where head of household is an unmarried woman, no adult member is in the working force, and the only means of support is public welfare or Aid to Families with Dependent Children (AFDC). Most of the mothers of the children have never finished high school, never been married, and have been pregnant for the first time in the teenage years (Children Having Children, 1984; Black and White Children in America, 1985).

The Howland child's parent is typical of the Black inner city parent. She is minimally verbal (Young, 1970; Newmeyer, 1970; Gitter, Black & Mostofsky, 1972; Hale, 1982; Adler, 1984) in Standard English linguistic skills; barely literate in her ability to read and/or write; and considered educationally retarded (Whiteman, 1980) by school authority.

Her social, economic, and educational status renders her a political liability to the larger community. She is in awe of the School and generally allows the teaching of her

child to take place in whatever manner the Institution sees fit, as she is neither knowledgeable about method or process in academics.

She is voiceless and ignorant in educational advocacy, toward change for herself and her family, and powerless in influencing deviation from the course of events set for her by the poverty of her situation. Yet, she is her child's first teacher and primary tutor in the pre and beginning school years.

While she may desire to help her child with his/her school work, she doesn't know how to aid him/her with in-school or after school related tasks. She is leery and possibly afraid of seeking advice from the school on how to best facilitate her child's school work needs. Yet she needs to be an active agent in her child's behalf in order to gain some control over her environment, her child's environment, and give her child the support he/she needs to perform more effectively in school (Bowman & Howard, 1985) and in later life.

Aside from the peer relationships she had developed as a student, she has never felt really comfortable or accepted in the Institution known as School. The world view of European societal thought which represents School authority has been in conflict with the one in which she was reared during the formative years. She has not adapted readily to the speech and cultural pluralism demanded for

mobility into and within the larger society (Jenkins, 1982).

This forces her to "stay home" in her singular culture. She is rejected by the influences of a world view (Cole & Scribner, 1974; Trudgill, 1974), which is forced to support her economically, spurns her socially, and is unable to educate her to meet the basic functional standards of literacy.

Because she has never been enculturated into the larger society, she is unable to help her child resolve the conflicts or speed the process of his/her enculturation. While the home she has established with her family may provide nurturing intra-family relationships, it offers little in support of home-to-school inter-relationships or communications.

Relationship of the Problem to the Literature

In a postscript addressed to parents, The National Commission on Excellence in Education (1983) states, " As surely as you are your children's most important teachers, your children's ideas about education and its significance begin with you.... Moreover, you bear a responsibility to participate actively in your children's education."

While most inner city parents would like to be actively involved in the education of the children, they are unable to do much more then see that the children attend the school. The destitution of the parent's situation has not only made her economically dependent, it has also destroyed

her sufficiency as her child's advocate (Cartoof, 1982) in school or in the school's work.

The school must take the leadership position in bringing the parent into the institution. In order for the school to successfully involve the parent, it first must assure the parent that involvement is truly a legitimate activity and a prime function of the school. The school must also deem reaching the family as important a function as reaching the child (Rich, 1985).

Most, but not all, successful projects involving parent participation have been those initiated and sponsored in early childhood and in the primary grades. The most extensive studies have come from the Head Start and Follow Through endeavors endorsed and funded, all or in part, by the Federal and State governments.

Several reviews, in the literature, (Datta, 1973; Grotberg, 1980; Hertz, 1977; and, O'Keefe, 1979) examined the effects of Head Start programs on families as well as on the children from the families. The parents seem to benefit most from Head Start involvement in terms of improvement of life skills, job training and employment, and general satisfaction with their personal lives.

Midco Educational Associates (1972) compared Head Start centers where parent participation was high and where parent participation was low. The investigations found the parents who were more highly involved were also happier, more

successful and more satisfied than parents who were less involved. However, it must also be stated that the parents who were more highly involved were also better educated and had higher incomes.

Parents from centers which had low parent involvement had less control over their own lives, their children's education, and were less able to have any influence with the school authority. Another study (Adams, 1976) found that parents involved in a Head Start program reported feelings of increased self-confidence,and increased control over their own lives. These same parents became much more active in community life as a result of their participation in the program. Adams also found that 11 of the 13 most intensely involved parents in her study had moved off the welfare rolls.

While the health and nutritional components of Head Start were originally the prime functions, with time parental involvement has also been shown to be a very significant, but indirect, part of the program. A follow-up study conducted by Monroe and McDonald (1981) found that parents of children who had graduated from high school reported greater participation in an earlier Head Start program than parents of students who dropped out.

Kinard (1975) studied 170 pairs of elementary school-age siblings and their parents who had been involved directly in Head Start and Follow Through programs. The investigation

found the children had higher achievement scores if the parents were highly involved. Those children whose parents were indirectly involved, did not score as well. He also found that parent involvement had a greater effect on the scores of the second sibling than on the first child. Both the amount of parent involvement and the duration of the program had a significant effect on achievement scores.

In another study of 59 children, parent involvement in Head Start and a child's gains, on several measures of intelligence, were found to be positively related. A child's attendance, a factor controlled by the parent, was also found to have residual gains on two intelligence tests. Weld (1973) examined family functions and variables in this same study. She was able to show that a mother's attitude toward the value of education, her handling of the child's immaturity and her support of individuality were more closely related to the child's profit from Head Start than socioeconomic condition and/or status.

Bronfenbrenner (1974, in a major government report, had concluded parental participation is one of the most important aspects in a good early childhood program. He further concluded that early childhood education benefits both the parent and child, and thus the well-being of the entire family unit.

Solutions to Similar Problems in the Literature

Dorothy Rich, President of The Home and School Institute

(1985), lists four very basic rules for furthering parent involvement in the school, based on twenty years of experience.

1. Link parents' involvement directly to the learning of their own children. A most important reward for the parent is the success of his/her own child in the school.

Success breeds success. Once a cycle of expectation of successful school preformance is set into motion it continues to invite further success (Purkey, 1978). If one group of parents can have a successful home involvement program experience (Rich, 1985) supported by the school, more parents can be encouraged to share in a similar successful experience.

2. Provide ways for families to teach academic skills at home. Bloom (1984) cites homework, with parent involvement, as an "alterable variable" that can be constructively changed for the student's benefit. It can also utilize the home as an effective one-to-one tutoring situation.

Lillie (1975) states the exchange of information, between parent and teacher, and between parent and other school authority is most important in working with culturally different parents who have traditionally been excluded from mainstream education. This exclusion has, in many cases, been partly responsible for the parents'

reluctance in approaching the school. This reluctant attitude has also deadened the keenness of the teacher's skills in communicating with the parent who most needs guidance in handling at home school work skills (Escobedo, 1983).

There are many easy techniques for reinforcing skills being taught in the school. However, the culturally different parent needs to be shown the simplicity in readily fostering school skills in the home environment. Easy techniques, for the busy or marginally educated parent, might include such tasks as have the young child keep the T.V. schedule, read telephone numbers, find the day of the week from a calendar or newspaper, etc.

A synthesis of 15 empirical studies (Walberg, Paschal, and Weinstein, 1985) has shown that homework assigned and completed, without being graded by the teacher, seems to raise learning from the 50th to the 60th percentile. However, homework that is diligently graded by the teacher, giving constant feedback, can raise learning from the 50th to the 79th percentile. In other words, when the parent helps the child with assigned homework, without teacher communication, a difference of 10 percentile points is appreciated in the measureable learning of the student. However, if the parent helps the child and also receives teacher feedback and communication, the percentile gain is nearly 30 points.

In the same study, the completion of homework produced the same beneficial effect on children of lower and middle socioeconomic groups and various achievement groups. Needless to say, daily homework showed larger effects than sporadically assigned and completed work. The greatest changes were achieved on reading and social study tests, but gains were made in all other academic areas.

The parents least familar with the system of education need most to be assured that their input into their child's education be the correct input. The grading of homework by the teacher insures the correctness or incorrectness without stigma of confrontation. It also gives the parent guidelines on how best to proceed with further at home help and instruction.

Workshops for parents have also been shown to be a most valuable tool in bringing school into the home by establishing contact, while involving the parents in their own as well as their child's education (Escobedo, 1983). Workshops for involving parents in homework activities seem to be an ideal solution to the dilemna of initiating a good and worthwhile parent program as well as acting as an important link for providing service to the community. This is the third point in a successful program for helping parents help their children learn.

3. Link the school's work to the community. The basic beginnings are the first communications which take place

with a shared common interest: The child and his education. The support the child receives in his formative years of schooling means everything to the child, his family, the school and the community. If the support is real and the efforts toward gaining this support are sincere, positive attitudes which develop will lead to tangible rewards for all involved.

The fourth point made by Rich (1985) entails one of these rewards: The continued support of parent, school, and community through the teenage school years. Most parent program research has come from programs for young children. This does not mean that parent involvement should end with chronological growth.

4. Parent involvement should be provided for at all levels of schooling. If firm roots are established during the early school years there is not reason why this support from the home should be discontinued at a certain time in a child's life span.

One parent, one administrator, and one teacher can begin a good home-to-school and school-to-home program. With support from home, school and community, there is no reason why involvement can not be continuous throughout the child's school career. If involvement is viewed as a legitimate function of the school, it will continue to build and by natural course spill over into the community environment.

Chapter Three: Anticipated Outcomes

Statement of General Goals

This practicum was designed as a means of establishing direct and indirect parent contact and parent involvement with the school through systematically given homework assignments. This project focused only on the children and parents of the children in the kindergarten and primary grades.

It was hoped that by targeting the homework experience in a direct manner, school learning would be reinforced and accelerated for those children involved.

As attention was directed to homework as a natural extension of in-school endeavor, it was anticipated that individual homework assignments would be given with greater clarity and graded with more care and promptness by the teacher. This would keep communication lines open between parent and teacher. The child, of course, would benefit greatly from this total involvement.

Common concern for the child and the learning process would unite school and home in a meaningful, singular direction. Communication would become more overt and positive as goals, toward the education of the child, were clarified by all parties.

Terminal Objectives

The following specific goals are projected for this practicum:

Objective	Evaluation	Standard of Achievement
Parents will become more involved with their chilren's school work at home.	The Homework Report will show evidence of more work done at home each marking period from September through June.	Eighty percent of the children will turn in all of their homework during the final marking period.
Parents will become more involved in in-school activities with other parents and staff.	Attendance records of parents involved in homework workshops will be kept.	There will be an increase in the numbers of parents in attendance for workshops on homework.
Parents will gain a better understanding of the importance of working with their children at home.	Pre and Post Questionnaires given to the parents of the children enrolled in the primary grades.	Eighty percent of the parents will answer more positively on Post Questionnaires.

The Homework Accounting Sheet (Appendix E) was not used to tabulate the graded homework for The Homework Report. A section of a conventional school grade book was used in its place. This was due to intervention by the Principal who wished to have the homework grades in the same book as the classroom grades.

The teachers merely recorded the number of homework assignments given each marking period. The teachers also tabulated the number of homework assignments turned in, graded, and returned to the students. This simple method of adding total amount of homework given and total amount of homework turned in, graded, and returned provided the information given in The Homework Report.

The attendance of parents involved in the workshop sessions was tabulated for each session by adding the total number of persons participating per meeting. This is reported in Parent Workshop Attendance Report as part of Chapter V.

The Pre Questionnaire information was collected during the first meeting of the parents in October, 1985. The information gained was added, by item, and compiled in the summary report in Appendix C.

The Post Questionnaire information was collected during the last meeting of the parents in June, 1986. The information gained was added, by item, and compiled in the summary report in Appendix D.

A simple statistical method of gaining a percentage by dividing total possible number into the actual number reported was used for each item in Appendix C, Appendix D, and Appendix H. Appendix H contains the summary of The Homework Report. This is the Average Number of Homework Assignments Given and Completed Per Marking Period.

The Homework Report Card on the final page of Appendix G was not used during the academic school year 1985 to 1986. This was due to its lack of completion before the first all-school marking period, in November, 1985.

The "talking" phenomena was casually noted by the primary grade teachers. No statistical data was collected.

The same holds true for the formation of the many new parent-to-parent friendships that developed during the academic school year 1985 to 1986 as a result of the parent meetings.

The increased parent verbal contact with the school during the academic school year 1985-1986 was only casually observed. No data was collected.

Chapter Four: Solution Strategy

Previously Utilized Solutions

Since the advent of public education, parents have always been concerned and interested in their child's academic education, as well as other phases of the child's growth and development. In recent years this interest and the home's role in the academic sphere has somewhat waned.

One has only to read A Nation at Risk (1983), to understand that as a nation we have become a second, if not third, rate power in terms of our concern for academic learning. The Europeans and the Japanese have out-stripped us academically for several reasons. One of the most obvious reasons is while American high school students average four to five hours of homework and twenty-eight hours of television weekly, their Japanese peers average forty hours of homework weekly (Walberg and Shanahan, 1983).

One could argue that the traditional family as seen in the Japanese and European communities no longer exists in our country. Walberg (1984) cites divorce, single parent households, working mothers as some of the indicators of decline of the American family. With the decline of the family unit has come the lowering of academic expectation.

The school no longer looks to the home for support in the learning process in any systematized way. There have been attempts made, and executed well, to involve the parent

in the child's academic education. Parental responsibility and involvement components have been built in to many of the government sponsored programs. Head Start is the best example of mandated parent participation. Even though parent participation is required, programs and researchers have found this requirement is not always met (HEW Service Delivery System, 1977).

Several methods have been tried to increase the number of participants and the number of hours of participation in various Head Start programs. These have included, a $50.00 a month stipend for sixty hours per month participation (HEW Service Delivery System, 1977); initiator rather than reactor type of program participation (Williams, 1975); and a variety of other strategies including sending notes, serving refreshment, and providing transportation (Morris, 1974).

While all these methods served to generate more direct parent involvement, Morris (1974) found that in centers where parent participation was valued by staff, there was more parent participation. In centers where parents favored active forms of participation, there was greater parental involvement than in centers favoring more passive involvement.

Juarez Associates (1979) investigations found parents were most active in preschool functions when the program was located in the immediate neighborhood of the family.

Honig (1979) studied the home visitation delivery systems for Head Start and other programs. She found the home visit uniquely effective for the family reluctant in venturing into the "institutional" setting for help and/or support for their child. Levenstein's Verbal Interaction Project (1977) employed home visitation for her toy demonstrators. The demonstrator acted as an agent in teaching the parent how to be verbally active with her young child. The project was extremely successful, with a mean IQ gain of about 17 points for the children in the experimental group over the children in the control group.

In six counties in South Carolina teachers prepared and parents field tested basic skills materials sent home for children in grades kindergarten through third grade. The materials were individualized to meet the needs of the child. Parents and teachers found the materials helpful in reinforcing basic skills and also in improving home-school communications and cooperation (Basic Skills Task Force, 1979).

Marvelle and Others (1978) compiled a manual used by training leaders of parents of kindergarten children in Project Impact. The Project taught guidance and leadership as a parent role in changing behavior and working with school centered activities in the home setting.

The Benton Harbor Area schools in Michigan formed a home-school-community partnership, in a Title I project

called Project Help. Parents and teachers worked together to design a series of activities that supported the children's learning in their community. The activities were written, recipe style, on pieces of paper. Each activity used the common things found in the home and community environment to further the learning process, and build on the in-school experiences.

Joyce L. Epstein, of the Center for Social Organization of the Schools, Johns Hopkins University (October 1983), surveyed parents of 1269 students in 82 first, third, and fifth grade classrooms in Maryland. The investigation was conducted to study the effects of teacher initiated parent involvement techniques for learning activities in the home. The survey results showed that while parents had a generally favorable attitude about school and their child's teacher, many parents receive few or no communications from the school. Most parents believed that schools could do more to involve parents in home learning activities. Epstein also found that parents of children with teachers who make use of home learning, through preset activities, are more aware of teachers' efforts, know more about their child's program of instruction, receive more ideas from teachers, and rate the teacher higher in interpersonal skills and overall teaching quality. Routine communications from the school did not have as strong an effect.

Homework is one of the most important practices for

establishing an effective academic environment (Paschal, R.A.; Weinstein, T.; and Walberg, H.J., 1984; Epstein, J.L., 1983; and Walberg, H.J., Paschal, R., and Weinstein, T., 1985). It unites the school-home community, affords more effective leadership for the parent in the education of his/her child, and activates more positive communication between parent and child, teacher and parent, and child and teacher. The "curriculum of the home" can dramatically effect the child's progress in school as well as in later life. The cooperation of school and home most directly influenced the child's academic status when attention is focused consistently on teacher graded homework that keeps the lines of communication open.

Research also indicates that greater amounts and higher standards of homework, and greater parent involvement in decisions about these standards, would most directly benefit the student (Walberg, H. J., Paschal, R. A., and Weinstein, T., 1985).

Present Solution

This writer proposed a practicum solution to the problem of activating parent participation and involvement with the school through a systematic, teacher graded, series of homework assignments.

There was a homework pledge sent to each parent of a child in the kindergarten and primary grades at the beginning of the school year. This pledge (see Appendix A)

was kept on file. While one can not force a parent to participate in his/her child's education, at least the pledge served as a reminder to the parent that he/she should make some effort in that direction.

Report card recording sheets were issued to all kindergarten and primary teachers to begin recording grades given for homework done (see Appendix E). This took place as soon as the teachers and students were in school in in September.

The first parent meeting was called on October 16, 1986, and the process of writing the Homework Report Card to be given to the students began. Each child in the kindergarten and primary grades was to receive this report along with his regular report card.

The parent workshops continued throughout the school year. These sessions offered instruction, counseling and support to parents in the writing of a homework guide for parents to follow in the home setting. This manual will be distributed to parents the coming school year (1986-1987).

Parents filled out pre (Appendix C) and post (Appendix D) Questionnaires regarding the homework project. The data from these Questionnaires was tabulated.

This was done by simply adding real numbers for each item and dividing the total by the total of possible numbers. This, in turn, resulted in a percentage statement for each item in Appendix C and Appendix D.

It was hoped that this method of workshops, homework grading sheets, homework report cards, and questionnaires, would open communication lines between parent and school, and active parent participation would evolve in the process.

Original Projected Time Line

September, 1985	* Proposal written and approved for implementation. * Homework grading sheets distributed to teachers. * School Policy on Homework sent home. * Pre Questionnaires completed.
September-October, 1985	* First parent workshop held to write homework report card.
October, 1985	* Second parent workshop held to begin working on homework booklet.
November, 1985	* First homework report card issued. * Third parent workshop held.
January, 1986	* Fourth parent workshop held.
February, 1986	* Second homework report card issued. * Fifth parent workshop held.
March, 1986	* Sixth parent workshop held.
April, 1986	* Seventh parent workshop held. * Third homework report card issued.
May, 1986	* Eighth parent workshop held.
June, 1986	* Post Questionnaires given. * Booklet completed. * Fourth homework report card issued.
July-August, 1986	* Data collected is tabulated. * Final Report written.
September, 1986	* Final Report submitted for approval. * Homework Booklet issued to parents of primary children. * Homework policy sent home.

Report of Action Taken

The actions taken to implement the solution to greater parent involvement through homework workshops, grading sheets and report cards did take place. However, some of the actions did not result in a product as scheduled in the original anticipated time line.

The Principal of the Howland issued grade recording books to every classroom teacher in the school. With the grade books came instructions to record a grade in every subject at least twice weekly for every child in a given teacher's room. Because of this unexpected turn, the teachers decided to record the graded homework scores in the same record book provided for daily classroom reporting. This alleviated the need to maintain two separate sets of records.

While the homework policy remained intact, the previously distributed homework recording sheets were stored for future use in the individual teachers' classrooms.

The second obstacle in completing a product took place in form of a delayed time element. The parents were so intent on having and completing the construction of a homework report card to their liking, that the completed homework reporting system was not approved until well after the first "all school system" report card reporting period had passed.

This writer had not expected this time delay. While this delay caused the abortion of the report card reporting for the 1985-1986 school year, it did open up direct communication between the parents attending the meetings and the school. Some of the communication was positive and some expressed negative feelings toward aspects of the professional school community.

Both negative and positive comments and communications were noted at the monthly discussions. These concerns surfaced while the work toward the completion of the Homework Manual went forward. The principle problem situations seemed to be inadequate communications, from school-to-home, and not enough homework given to the children on a regular basis.

Minor concerns of the parents addressed personal inability to describe the procedures for homework in the individual home, personal inability in understanding teacher direction for doing homework, and poor communication from individual classroom teachers about what and how much homework was to be completed on a daily or weekly basis.

There were also some concern by specific parents regarding their child's ability to learn. These cases were also noted and referred to the Follow Through Assistant Curriculum Coordinator or the Teacher Facilitator (Department of Equal Education Opportunities) who attended the meetings

as Coordinators to the Project. The referrals were made on an "as available" basis. This, at least, gave the parents a sympathetic ear and an educated voice to advise them about situations over which they felt they had no control.

The first mass meeting of the parents took place on October 16, 1985. This meeting served several primary functions. The first function was to further clarify the PARENT QUESTIONNAIRE ON HOMEWORK POLICY inventories that had been previously distributed. Some of the parents had had difficulty filling out these forms on their own.

These forms were throughly explained and the reason for filling them out was defined. This writer then read the form and went over it, item by item, to assure the parents that the information gained from the filled out forms would indeed benefit them. It was also made clear the information acquired would most certainly help direct the future meetings of the Primary Homework Project.

Once the forms were gathered, the meeting moved on to definition of purpose. It was at this point the isolation of the parents from the school community began to surface. All comments were duly acknowledged.

The need for a Homework Report Card system of reporting was the next topic of discussion. The parents were very clear in delineating just what they would like to have as a reporting system. All remarks were recorded. The

information was used to construct the Primary Homework Report Card as part of A HOMEWORK MANUAL FOR PARENTS OF PRIMARY CHILDREN (Appendix G).

The November meeting was held to seek comments about and possible approval of the newly designed homework report card. Time was also spent on discussion about the design of the Homework Manual the parents were about to write for other parents of children in the primary grades at the school.

December saw the final approval of the Homework Report Card. There was also considerable discussion as to how individual parents helped their children at home with their homework. Exphasis was on procedure, helping the parent to be aware of the steps he/she followed to create a desirable homework situation for his/her own child.

The January meeting was critical, as the parents made appointments with Mrs. Baker or Mrs. Reed to dictate an exercise or two on the procedures they used in their own homes for doing specific kinds of homework as assigned or as deemed important by the parent.

In February, March, and April the meetings were given over to the presentation of the homework exercises completed to date and the discussion of these same exercises. Changes were made as suggested, and comments noted. It was during these meetings that the parents contributing to the Handbook began to be more self-assured

about their successful endeavors (completion of exercises) and more encouraging to other parents to join in the project.

May and June meetings were turned over to the finalizing of the rough draft, which was to be "polished-up" over the summer vacation period by the editor.

Communications between parents and the school, at least in the primary grades, did indeed open up. As the parents became more secure in their abilities to help their children with their homework, they expected the individual teachers to provide more work to be done at home.

Parents formed friendships through the homework workshop sessions and these were continued outside the school situation. Homework "competitions" were set up. All-school and parent interest seemed to center on hall charts which showed points for the number of library books read per child, per classroom.

The parents involved in the Project became more verbal in their contacts with the school and evidently with their children in the home. While this aspect is difficult, if not impossible to measure after the fact, many parents who complained about getting their children to do homework in the Fall of 1985 made quite a different statement in the Spring of 1986.

The reoccurring theme heard again and again, noticeably commencing in April of 1986, was "Do all children talk as much as my son/daughter does"? At first the parents

were genuinely concerned. Once the "talking" was explained as a normal sequence of events for the child who is becoming aware of his/her world and it's verbalness, the parents seemed greatly relieved. The children were talking. Much of the speech seemed to be in standard English and as our Principal had stated several times to the concerned parents, "These children have something to say".

The Homework Meetings served to relieve many of the concerns of first, having difficulty getting the children to do homework, and then the newly acquired "talking" behavior of the children. Parents attending the meetings talked to other parents about this "talking" behavior and very soon most of parents of the primary children were listening for the now positive signs of this "talking".

By June of this year it became somewhat of a neighborhood "status symbol" to have a somewhat annoying, but "talking" child, who indeed had something to say. This is in total contrast to the research portrayal by Young (1970); Gitter, Black & Mostofsky (1972); Hale (1982); and Adler (1984) of the Black inner city parent and child who is minimally verbal and barely literate in ability to read and/or write.

Something had happened in the process of opening communication between School and Parent by actively engaging in the Homework Process that had not been measured. In fact, it had not been considered as a product of this Practicum.

It is a process that is well worth exploring in another project at a later date with carefully controlled means of measurement.

This author must state at this time, the "talking" phenomena was by far the most rewarding product of this Project, even though it was unexpected. The children's verbal behavior very much resembled that reported by Levenstein (1977) as a result of the Mother-Child Home Project. However, that Project measured the behavior of preschool aged children.

Chapter Five: Results, Conclusions, and Recommendations

HOWLAND HOMEWORK POLICY PLEDGE

There were approximately two hundred and ten children in seven classrooms, kindergarten through third grade, who were expected to have a parent sign the HOWLAND HOMEWORK POLICY PLEDGE. This number accounts for children from about one hundred and fifty family units.

Of the two hundred and ten Homework Pledges sent home for a parent signature, one hundred and eighty-six were returned to be placed on file in the child's classroom. The teachers were diligent in their efforts to encourage the return of the Pledges. However, approximately twenty-four forms were not returned even though several attempts were made to secure the signed papers (Appendix A).

The one hundred and eighty-six forms returned accounted for eighty-nine percent of the student population. This writer was hoping for a one hundred percent return. However, this proved to be an unrealistic expectation.

Homework Report

As previously stated the teachers decided to use the grade books for recording the grades given for completed homework assignments. Thus the homework grading sheet originally designed for recording same (see Appendix E) was not used.

Each marking period the teachers in each of the seven

rooms sent in a summary of the number of homework assignments given for the grading period. These same teachers also listed the percentage of homework completed by marking period.

The average number of students in the seven rooms for the entire school year was two hundred and seven. At the end of the first marking period forty-one percent of the students completed the homework assignments given by their teachers. At the finish of the semester, sixty-two percent of the students completed the homework assigned. The third marking period found seventy-five percent of the students accomplishing the assigned homework. And, at the school year's end ninety-four percent of the students had turned in the homework assigned for the quarter (see Appendix H).

The percentages for homework completed were rounded off to the nearest whole points. The figures show the goal of "Eighty percent of the children will turn in all of their homework during the final marking period" was more than realized.

A total breakdown of figures and percentages, by homework reporting quarter can be found in Appendix H.

Parent Workshop Attendance Report

There were nine Parent Workshop Meetings held from October, 1985 until June, 1986. Thirty-three parents were active in participation at two or more of these meetings. However, all thirty-three of these parents were in attendance at only one meeting, June 11, 1986.

The following is a listing of meeting dates along with attendance data:

Meeting Date	Parents in Attendance
October 16, 1985	26
November 20, 1985	17
December 11, 1985	15
January 15, 1986	10
February 19, 1986	13
March 12, 1986	21
April 9, 1986	20
May 14, 1986	19
June 11, 1986	33

The greatest number of parents attending the workshops was on June 11, 1986. This was the final meeting when the rough draft of the Homework Manual was shown for approval and the Post Questionnaires were filled out.

The second greatest number of parents attending the Workshop Meentings was on October 16, 1986. This was the

initial meeting.

The Objective, "There will be an increase in the numbers of parents in attendance for workshops on homework" was not truly met. There was a large attendance at the opening meeting and a larger attendance at the last meeting in June. The number of parents attending the meetings in between varied with the weather. This was typical of attendance at meetings in general at the school.

Parent attendance had been historically good in the Fall and Spring of the year. Participation waned as the weather worsened in late Fall and during the Winter and began to improve in Spring as the weather improved.

Parent Questionnaire on Homework Policy

The parents participated in filling out a Pre-Workshop Questionnaire (Appendix C) and a Post-Workshop Questionnaire (Appendix D). A summarization of data for PARENT QUESTIONNAIRE ON HOMEWORK POLICY (Pre-Questionnaire) may be found in Appendix C. A summarization of data for FOLLOW UP PARENT QUESTIONNAIRE ON HOMEWORK POLICY may be found in Appendix D.

The number of parents responding to the Pre-Survey was twenty-six (N=26). The number of parents completing the Post-Survey was thirty-three (N=33).

The Personal Information revealed that 16 or 62 percent of the parents attending the initial meeting had completed

their high school educations. It also revealed that 18 or 55 percent of the parents attending the final meeting had their high school diplomas. This author did not expect to find the percentages this high. The possible reasons for this were not known at the time of this writing.

The vast majority of the parents involved in the project were thirty years of age or younger. The first meeting showed ten or 38 percent of the parents in the 20-25 year bracket and eight or 31 percent in the 25-30 bracket. The final meeting showed 16 or 48 percent of the parents in the 20-25 year old bracket and nine or 27 percent in the 25-30 year old bracket.

The parents at the October, 1985 meeting indicated they wished to know more about work skills taught in kindergarten, 58 percent (15 parents); first grade, 31 percent (eight parents); second grade 35 percent (nine parents); third grade, 27 percent (seven parents). Eight percent or two parents wished to know more about the skills needed for fourth grade. These two parents were concerned enough to add a fourth category grade to the list on their surveys.

The parents answering the June, 1986 questionnaire were unanimous in answering that they had learned more about the work skills taught in all grades kindergarten through third grade.

The comments were particularly interesting to this writer. The parents attending the October meeting seemed

to want to know how to help their children at home, how to maintain parent-child relationships at home, and how to interact with the school to the best advantage for the child.

The parents attending the final meeting commented on the need for more parent homework workshops for the primary grades. They also wished to extend the sessions for parents to information on upper grade homework. They expressed a desire to continue working with the school. See Appendix C and Appendix D for a complete listing of the comments.

The Objective "Parents will gain a better understanding of the importance of working with their children at home.", was more than met. "Eighty percent of the parents will answer more positively on Post Questionnaires.", was met totally. The parents responding were in agreement that they had learned much and would like to learn more about working with their children at home.

At the termination of the last workshop session, one hundred percent reported working with their child everyday, as compared to ninety-two percent the initial session. One hundred percent of the parents reporting during the final meeting stated there was a special place set aside at home for school work as compared to sixty-two percent on the Pre-Questionnaire.

All parents responding reported working with their child 20-30 minutes every day as compared to twenty-six percent at the beginning session.

One hundred percent of the parents reporting at the final session stated they had a library card of their own as compared to forty-two percent the first meeting. They also stated all of their children now had a library card as compared to fifty-eight percent of the children the first meeting.

All of the parents responding to Post-Questionnaire stated they visited the library at least every two weeks as compared to eight percent of the parents responding to the Pre-Questionnaire.

All parents answering the Post-Questionnaire reported interaction with their children in the reading process: reading to, listening to, and taking turns reading with the child. This was compared to eighty-eight percent response to the same information at the beginning session.

The data for the Pre-Questionnaires (Appendix C) and the Post-Questionnaires (Appendix D) may be found in the corresponding Appendix to this paper.

Teacher Questionnaire on Homework Policy

The sampling for this survey was very small. There were seven teachers teaching at the Primary Level when the Project began. All seven teachers were kind enough to fill out the form. The answers were predictable even before they were tallied.

All seven teachers agreed homework was an important

part of the school curriculum. They also stated that they graded the homework on a regular basis and that they contacted the parents often about the homework. For a complete summary of the data refer to Appendix F of this paper.

The summation speaks for itself.

Conclusions

The summary of the Homework Report indicates that attention by the teachers and parents, of the children in the primary grades, to nightly homework was well worth the effort. The very fact that homework was a highlighted daily event gave parents and teachers a focal point for communication with each other.

In the early days of the project, this communication was at times negative. It sometimes took the form of calling child and parent to task for the child not having turned in the daily homework assignment or assignments. However, as the Parent Workshop Meetings began to draw interest, the homework assignments began to be turned in more and more frequently.

As the assignments were turned in and the child rewarded for the work done, the communication became more positive. Gradually attention focused on the work completed, a positive form of communication. Charts displaying these rewards began to appear in and outside the classrooms for public viewing.

Contests, formal and informal, took place. These contests centered interest on the Homework Project on a continuing basis and spurred further communication.

A summary inspection of the Workshop Attendance was disappointing. The Project was well publicized and general enthusiasm on the part of the parents was high. It was suggested to this writer that reasons for this were:

1. Historical. Parents do not come out in the bad weather months.
2. Economical. Many of the parents who expressed desire to attend and interest in attending the meetings were now gaining additional schooling or were now gainfully employed.
3. Time of Day. Nearly all parent meetings held in the School System are held in the morning and afternoon hours. This presents a hardship for the parent who is working, has many young children at home, and/or is attending school. The few exceptions to this rule, based on the cost of keeping the school building open after hours, are those schools in more economically privileged areas of the City. In such areas, arrangements are made for evening meetings as these parents demand the opportunity to be directly involved in their child's education. These same

parents are accustomed to having their demands heard and conceded to.

Nevertheless, the Workshop attendance did not rise steadily through the series of Workshop Sessions. This goal was not met.

The results of the PARENT QUESTIONNAIRE ON HOMEWORK POLICY and the FOLLOW UP PARENT QUESTIONNAIRE ON HOMEWORK POLICY seemed to be most representative of the sentiments of the parents at the beginning, during, and at the end of the Project. The parents were eager to learn how to better work with and more adequately help their child at home with school work from the onset of the Project. They were eager to learn more and continue working to the advantage of their children at the Project's finish.

The complete summation of these sentiments may be found in Appendix C and Appendix D of this paper.

Recommendations

1. Those wishing to replicate this practicum, or conduct a similar study, would do well to use some type of Standardized Testing measuring the language ability of the children of the parents involved in the study. This testing should take place before and after the school year's Parent Workshop Sessions.
   There is a possiblity the language changes of the children might be measurable.

2. Professionals wishing to implement a similar Project might want to consider extending the Parent Workshop hours to those after school times convenient for the majority of parents interested in attending such sessions.
3. Professionals wishing to implement a similar Project might well consider extending the Parent Workshops to those parents who wish to know more about helping children in the middle and upper grades.
4. On May 14, 1986, the Board of Education of the Chicago Public Schools approved a new homework policy. This policy defined the purposes of homework and the frequency with which homework should be given by grade level. The minutes of this meeting and the homework policy may be found in Appendix I. This Appendix is a copy of The Board Reporter, Vol. 5, No. 16.

   This writer considers such a policy a good one. Therefore this writer recommends inservice training for teachers who select and send the homework home. This would hopefully create a greater awareness on the part of the professional staff as to the quality of work done at home. This would also insure the purposes of homework are met as defined by the Chicago Public Schools.

Dissemination

This Practicum Report will be shared with the faculty members at the School during the first inservice afternoon. This Report will also be sent to the District Superintendent as requested as well as to the Superintendent of Curriculum of the Chicago Public Schools.

Copies of A Homework Manual for Parents of Primary Children will be available for all parents of primary aged children in the Office of the School. All parents who contributed directly to the Manual will receive their own personal copy.

In addition, definite efforts will be made to condense and rewrite this material in order to submit it to the professional journals for consideration. If the material is accepted for publication, in the future, the effects of the present study will take on greater dimensions.

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Appendix A

George Howland Elementary
1616 S. Spaulding
Chicago, Illinois 60623

HOWLAND HOMEWORK POLICY PLEDGE

I understand that my child _____
has homework at least four evenings a week.

I understand that I will be informed about each assignment.

I understand that I will set aside twenty (20) minutes each evening to help my child with his homework.

I understand that I will sign my child's finished homework.

I understand that my child will receive a grade for each homework assignment.

_____
parent's signature

_____
teacher's name

_____
Anita E. Moore, Principal

Appendix B

George Howland School
1616 S. Spaulding
Chicago, Illinois 60623

Dear Parents:

We are forming a committee to write a homework report card to be given with the regular report card each school marking period.

We need your help and we need your input in developing this report card.

The first meeting will be on Wednesday, October 16, 1985 at 9:30 A.M. o'clock.

Sincerely yours,

Anita Moore,
Principal

Rita Baker,
Assistant Curriculum
Coordinator

Joan Reed,
O.E.E.O. Coordinator

Appendix C

PARENT QUESTIONNAIRE
ON HOMEWORK POLICY

N = 26

Do you help your child with his/her homework?

1. Everyday N=24 / 92%
2. Once in a while N=02 / 08%
3. Never

Do you have a special place set aside in your home for doing school work?

1. Yes N=17 / 65%
2. Sometimes N=06 / 23%
3. No N=03 / 12%

Do you have a special time set aside each day to do school work with your child?

1. Yes N=16 / 62%
2. Sometimes N=07 / 27%
3. No N=03 / 12%

How much time do you spend each day doing homework with your child?

1. 0--10 minutes N=04 / 15%
2. 10-20 minutes N=12 / 46%
3. 20-30 minutes N=10 / 26%

Do you have a library card?

1. Yes N=11 / 42%
2. No N=15 / 58%

Does your child have a library card?

1. Yes N=15 / 58%
2. No N=11 / 42%

How often do you go to the library?

1. Every week — N=01 / 04%
2. Every two weeks — N=01 / 04%
3. Once a month — N=03 / 12%
4. Once in a while — N=19 / 73%

(Never) — N=01 / 04%

Do you read to your child?

1. Yes — N=24 / 92%
2. No — N=02 / 08%

Does your child read to you?

1. Yes — N=23 / 88%
2. No — N=03 / 12%

Do you and your child take turns reading to one another?

1. Yes — N=24 / 92%
2. No — N=02 / 08%

Would you like to learn more about helping your child with his homework?

1. Yes — N=26 / 100%
2. No

Would you like to learn more about helping your child with

1. reading words — N=24 / 92%
2. sounding-out words — N=22 / 85%
3. spelling words — N=26 / 100%
4. writing words — N=22 / 85%
5. reading sentences and stories — N=23 / 88%
6. listening — N=24 / 92%

N=22 / 85%

7. speaking

N=23 / 88%

8. understanding things

N=23 / 88%

9. writing a sentence

N=20 / 77%

10. writing a story

Personal Information (Do not sign your name).

I am ____ years old.

20-25	N=10/38%	35-40	N=04/15%
25-30	N=08/31%	40-45	N=00/00%
30-35	N=03/12%	45-older	N=01/04%

I have ____ children.

0	N=00/00%	4	N=02/08%
1	N=06/22%	5	N=03/12%
2	N=09/35%	6	N=00/00%
3	N=05/19%	7 or more	N=01/04%

(N=)	10	8	4	3	1
I have:	1	2	3	4	5 children in school.
(%)	.38	.31	.15	.12	.04

I have finished my high school education.

Yes N=16 or 62%

No N=10 or 38%

I would like to have more information about the work skills taught in

Kindergarten N=15 / 58%

First grade N=08 / 31%

Second grade N=09 / 35%

Third grade N=07 / 27%

(Fourth grade) (N=02 / 08%)

Comments:
"These meetings will help me assist my child."
These workshops are the best thing that could happen. Too bad this did not happen sooner".
"I want my child to get as much education as possible. Any help is welcome."
"Homework is important in bringing parent and child together. We need more homework."
"It is a wonderful idea for parents and teachers to get together."
"Children need to learn more skills."
"My children need more homework to do."
"Program will work with parent/teacher support."

FOLLOW UP
PARENT QUESTIONNAIRE
ON HOMEWORK POLICY

N = 33

Did you help your child with his/her homework this year?

N=33 / 100%

1. Everyday_____
2. Once in a while_____
3. Never_____

Did you have a special place set aside in your home for doing school work?

N=33 / 100%

1. Yes_____
2. Sometimes_____
3. No_____

Did you have a special time set aside each day to do school work with your child?

N=33 / 100%

1. Yes_____
2. Sometimes_____
3. No_____

How much time did you spend each day doing homework with your child?

1. 0--10 minutes_____
2. 10-20 minutes_____

N=33 / 100%

3. 20-30 minutes_____

Did you obtain a library card?

N=33 / 100%

1. Yes_____
2. No_____

Did you help you child get a library card?

N=33 / 100%

1. Yes_____
2. No_____

How often did you go to the library?

1. Every week N=18 / 55%
2. Every two weeks N=15 / 45%
3. Once a month
4. Once in a while

Did you read to your child?

1. Yes N=33 / 100%
2. No

Did your child read to you?

1. Yes N=33 / 100%
2. No

Did you and your child take turns reading to one another?

1. Yes N=33 / 100%
2. No

Did you learn more about helping your child with his homework?

1. Yes N=33 / 100%
2. No

Did you learn more about helping your child with

1. reading words N=33 / 100%
2. sounding-out words N=33 / 100%
3. spelling words N=33 / 100%
4. writing words N=33 / 100%
5. reading sentences and stories N=33 / 100%
6. listening N=33 / 100%
7. speaking

N=33 / 100%

8. understanding things_____

N=33 / 100%

9. writing a sentence_____

N=33 / 100%

10. writing a story_____

Personal Information (Do not sign your name).

I am years old.

20-25_____	N=16/48%	35-40_____	N=02/06%
25-30_____	N=09/27%	40-45_____	
30-35_____	N=06/18%	45-older____	

I have children.

0_____		4_____	N=05/15%
1_____	N=05/15%	5_____	N=04/12%
2_____	N=12/36%	6_____	
3_____	N=07/21%	7 or more_____	

(Children)	1	2	3	4	5
I have	13	10	6	3	1
(Percent)	39%	30%	18%	9%	3%

children in school.

I have finished my high school education.

Yes_____ N=18 or 55%

No_____ N=15 or 45%

I have learned more about the work skills taught in

Kindergarten_____N=33 / 100%
First grade_____N=33 / 100%
Second grade_____N=33 / 100%
Third grade_____N=33 / 100%

Comments: "These workshops should continue".
"I would like to know how to help my older children with work at home".
"I feel I can do more to help my children at home now. I would still like to learn more."
"Parents and teachers need to work together more".
"We should have more of these meetings".

Appendix E

Teacher: _____
Grade: _____

Homework Accounting Sheet

Date and Assignment Columns

1 2 3 4 5

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38

N = 7

Teacher Questionnaire on Homework Policy

		Yes	No
1.	I give homework four nights a week.	7	
2.	I receive nearly all the homework I give the next day.	7	
3.	I grade the homework the day I receive it.	7	
4.	I record the homework graded on a grade sheet.	7	
5.	I feel homework is an important part of school work.	7	
6.	I try to give homework that is an extension of school work.	7	
7.	I contact the parents regularly about helping or seeing to it that the child does his/her homework.	7	
8.	I sometimes get discouraged because some of the children do not do their homework.		7
9.	I consider homework more trouble than its worth.		7
10.	I feel parents do not care whether or not the children do their homework.		7

APPENDIX G

Chicago Public Schools

George Howland Elementary
Anita E. Moore, Principal

A HOMEWORK MANUAL

FOR

PARENTS OF PRIMARY CHILDREN

written by

Howland Elementary Parents

of Primary Children

1985-1986 School Year

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INTRODUCTION

This manual was written by the parents of children in the primary grades at the George Howland Elementary School.

It was written to help parents at Howland help their children at home with school work.

From the time this project started in October, 1985, it became very clear to the Sponsor, Advisors and Editor, that the parents of the Howland children have great hope for their children's future through education, a dedicated interest in their children's learning activities, and a strong desire to be active in their children's academic as well as social and spiritual activities.

A very special thanks to all the parents who contributed so willingly to the Homework Activity Project:
(Lula) Faye Allen, Benita Bush, Jimmie Henigan, Ernestine Hillsman, Diane Merrill, Judy J. Miller, Catherine Miree, Michele Moore, Clara Muhammad, Shirley Owens, Valerie Shaw, Barbara Thomas, Helen Williams, Pamela Woods, and Rev. O. J. Wormley.

A special note of thanks must also be given to:

Anita E. Moore, Principal of Howland, who sponsored this year long undertaking.

Joan Reed, Department of Equal Educational Opportunities (D.E.E.O), Teacher Facilitator, who encouraged the writing of the proposal for the Homework Project and who saw it

through to the finish.

Rita Baker, Assistant Curriculum Coordinator, Follow Through, who encouraged the parents to express their ideas on homework to her for transcription and who helped the same parents become active in their participation at school and and at home.

Parents are and will always be their child's first teacher. It is hoped that this manual will help in continuing parent involvement in the school and home communities.

Janice Schnobrich,
Teacher/Editor

Listening Activities

George Howland School
Anita E. Moore, Principal

HOMEWORK TASK WORKSHEET

Title of Exercise: Read Aloud to Your Child

Objective: To instill a desire for books and reading.

Materials required for the exercise: (See examples of books on second sheet).

Procedures for the exercise (How-To-Do-It):

1. You read to children while they are still young enough to want to imitate what they are seeing and hearing.
2. You make sure the readings are interesting and exciting enough to hold the children's interest while you are building up their imaginations.
3. You keep the first readings short enough to fit their attention spans and gradually lengthen both the attention span and the readings.

Submitted by Judy J. Miller,
mother of Kelli

Recommended Read Aloud Books

1. The Adventures of Paddy Pork
   by John S. Goodall

2. Alexander and the Terrible, Horrible, No Good, Very Bad Boy
   by Judith Viorst

3. The Amazing Bone
   by William Steig

4. Amelia Bedelia
   by Peggy Parrish

5. The Animal
   by Lorna Balian

6. Andrew Henry's Meadow
   by Doris Burn

7. The Bear's Toothache
   by David McPhail

George Howland School
Anita Moore, Principal

HOMEWORK TASK WORKSHEET

Title of Exercise: Listening Exercises to Build Attention

Objective: To develop the child's ability to attend to material being read to him/her.

Materials required for the exercise: Reading material from the library or that recommended by the classroom teacher. This material should be at least three grade levels above the child's reading level.

The material should start with a one page selection and advance to a point where four to six pages are read to the child.

Procedures for the exercises (How-To-Do-It):
Begin by reading a page selection to your child. At the end of the reading ask some questions about the selection in order that the child may show you he/she has listened to the material and can answer good questions related to the reading.

As time progresses, read longer story selections. This will build the child's attention span as well as help him learn about the world.

NOTE: This exercise is good for working with more than one child. It is also good when working with preschoolers.

Submitted by Catherine Miree, mother of Markus

George Howland School
Anita Moore, Principal

HOMEWORK TASK WORKSHEET

Title of Exercise: The Rhyming Game

Objective: To teach the child that word endings can rhyme, making the endings sounds alike. Some people call rhyming words "word families".

Materials required for the exercise: Simple word lists such as; cat, hat, rat, etc.
man, tan, ran, etc.

Procedures for the exercise (How-To-Do-It):

Wait until the child becomes aware that words are made of sounds. (This is when the child can spell a few simple words by sound).

Begin the game by saying, "I am going to rhyme with the word 'mat'". Say several words that rhyme with 'mat': "mat, cat, fat, sat, bat, hat". Ask the child to rhyme with 'cat'.

Give the child time to respond with several of the same rhyming words.

Continue this way with several "word families".

When the child understands "rhyming", select a word that is easy to rhyme with and ask the child to rhyme with 'cat', 'bed', 'hen', etc.

Take turns with this exercise. Have the child ask you to rhyme, then have the child rhyme.

submitted by Ernestine Hillsman,
mother of DeSean and LaTrice

George Howland School
Anita Moore, Principal

HOMEWORK TASK WORKSHEET

Title of Exercise: Reading Is Fun

Objective: To further the child's interest in reading for pleasure.

Materials required for the exercise: Any reading materials the child selects for himself/herself.

Procedures for the exercise (How-To-Do-It):

After the child has selected the material he/she wishes to read. Have child read the first few pages to you (the parent). After the child has finished, the parent being read to will go back and reread what the child has read with the child listening to see if the parent reads correctly. (It is sometimes fun for the parent to make a mistake to see if the child is watching and listening carefully).

If the parent makes a "mistake", allow the child to correct the mistake. Make a great joke of the matter.

Submitted by Shirley Owens,
mother of Kathy

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George Howland School
Anita Moore, Principal

HOMEWORK TASK WORKSHEET

Title of Exercise: Vocabulary Meaning through Dictionary Work

Objective: To teach the child use of the dictionary.
To help the child gain meaning of words.

Materials required for the exercise: Word list from reader. Vocabulary cards. Dictionary (child's version if possible) and paper and pencil.

Procedures for the exercise (How-To-Do-It):

Go over the word list from the reader. Underline the words the child does not know. Make up word cards from the list of words the child does not know.

Look up the words on the cards in the dictionary. Read the meaning. Have the child use the difficult word in an oral or written sentence.

Review the word cards frequently.

Have the child explain the meaning of the word he/she has looked up on occasion.

submitted by Clara Muhammad,
mother of Aaliyah Fardan

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George Howland School
Anita E. Moore, Principal

HOWLAND TASK WORKSHEET

Title of Exercise: Working on Reading Vocabulary Drill with two or more children (at home).

Objective: To give each child participating, practice in recognizing reading vocabulary by sight.

Materials required for the exercise: Word cards, word lists from each child's teacher. Word cards and lists from whatever book the child is reading at home.
NOTE: If your children attend the same school, chances are good that the same series of readers is used for all the children in the school. Keep the word cards that you make, so your children can use them every year.

Procedures for the exercise (How-To-Do-It):

Have each child say the words on the word cards.
If the child misses any word on the word cards, have him write the word ten times.

Submitted by Barbara Thomas,
mother of Dennis and Victoria

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George Howland School
Anita Moore, Principal

HOMEWORK TASK WORKSHEET

Title of Exercise: Keep It Together with Word Cards

Objective: To sort the known words from the unknown words so the learner will not be repeating what he/she already knows.

Materials required for the exercise: Parent or teacher made word cards from reading vocabulary.

Procedures for the exercise (How-To-Do-It):
Work with 10 to 12 word cards at a time. Go over the most recent cards each week. If the child is able to recall the word shown three days in a row, put the card aside in a pile of "known" words. Do not bother to review that card again.

As each card is learned, it is put aside and new cards are added to the "to learn" pile. This is a continual process throughout the school year.

Submitted by Diane Merrill,
mother of Milton

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HOMEWORK TASK WORKSHEET

Title of Exercise: Words to Denote Sound

Objective: To help the child gain understanding that sounds made in the child's environment can be written as words and therefore can also be read.

Materials required for the exercise: Examples of sound-picture words:

purred	howled
yelped	cracked
moaned	roared
whined	creaked
twittered	squeaked

These words can be written on paper or on cards.

Procedures for the exercise (How-To-Do-It):

Read the words to your child. Think up sentences that can be used for each sound-word. Have the child give you the sentences orally. Take turns thinking up the sentences.

Next think up more sound words. Have your child give you as many sound words as possible. Write down the sound words so that the child can see them. Make up sentences using the sound words.

Write a story using sound words. Have the child dictate the story to you, as you write it. Read the story that has been written together.

Submitted by Benita Bush,
mother of Randy

George Howland School
Anita Moore, Principal

HOMEWORK TASK WORKSHEET

Title of Exercise: Listening to Your Child Read

Objective: Teaching your child to listen to what he/she is reading aloud.

Materials required for the exercise: Any reading material the child is able to read aloud without great difficulty.

Procedures for the exercise (How-To-Do-It):

Have the child read a paragraph or two when this exercise is first started. Question the child as to what took place from the reading.

Continue this exercise a few paragraphs at a time until a selection has been read all the way through.

As the child becomes more at ease with oral reading, have him/her read an entire page before questioning takes place.

When the child seems ready, have him/her read a short story selection and then relate the story in his/her own words once the story has been read to the end.

submitted by Helen Williams,
mother of Barbara

George Howland School
Anita Moore, Principal

HOMEWORK TASK WORKSHEET

Title of Exercise: Finish the Story

Objective: To give the child training in listening to a story and understanding of the possible endings to the story.

Materials required for the exercise: Several simple stories either in written form or from memory.

Procedures for the exercise (How-To-Do-It):

Tell or read a story to the child that he/she is not completely familiar with.

Do not finish the story. Ask the child to finish the story as he/she thinks it will end.

After the child finishes the story, the original story teller or reader should finish it from the text as it was intended to be finished.

Discuss which version is the best. Ask the child which ending he/she likes best.

Continue this exercise at another time with a different story.

submitted by Ernestine Hillsman,
mother of DaSean and LaTrice

George Howland School
Anita Moore, Principal

HOMEWORK TASK WORKSHEET

Title of Exercise: Recreational Reading

Objective: Teaching the child that reading can be done for fun.

Materials required for the exercise: A R.I.F. (Reading is Fundamental) or a Library Book the child has chosen on his/her own.

Procedures for the exercise (How-To-Do-It):

Ask the child to tell you what he/she thinks the book is about. Look over the first few pages of reading material and try to guess the sequence of events. Next read the same pages together. Allow the child to read as much of the material as the child is able to. Parent can help with the reading.

After reading a few pages discuss if the guesses were correct or not. Go on with this exercise a few pages a night.

Submitted by Diane Merrill,
mother of Milton

George Howland School
Anita Moore, Principal

HOMEWORK TASK WORKSHEET

Title of Exercise: Books That Lead to Cooking Experiences

Objective: The students will realize how books fit into their world.

Materials for the exercise: These are listed below.

Procedures for the exercise (How-To-Do-It):

Read aloud with your child the book Stone Soup. After reading the story you can make the soup at home together (without the Stone please).

Recipe:
- 3 quarts of water.
- 1 pound ground meat
- 4 carrots, peeled and sliced
- 4 potatoes, peeled and diced
- 4 stalks celery, chopped
- 4 small onions, chopped
- 1/4 head of cabbage
- 1 can tomatoes, chopped
- salt to taste

Simmer ground meat in water for 30 minutes. Add vegetables and simmer until done. Salt to taste before serving.

Other Books that are good for recipes:
- Nail Soup
- Gingerbread Boy
- The Carrot Seed
- Rain Makes Applesauce

Submitted by Benita C. Bush,
mother of Randy

George Howland School
Anita Moore, Principal

HOMEWORK TASK WORKSHEET

Title of Exercise: Reading for Understanding (Comprehension)

Objective: To help the child understand what he/she has read on a page or story.

Materials required for the exercise: Word and sentence cards from the page or story to be read. If this material is not available to you, you can make this from paper, using a pencil.

Procedures for the exercise (How-To-Do-It):

Make sure the child knows the words on the page or in the story before he/she reads the story to you. In this way he/she will be able to concentrate on the meaning of the story and not have to concentrate on sight words.

Have the child read a library or school book to you. Be sure to praise the child when he has done well.

Ask the child to tell you about the story that he has just read. Ask him/her what he thinks would happen if the characters or the plot would change.

Example: If the child has read the story of The Three Bears, you might want to ask, "If you were Goldilocks, what would you have done?" "Was Goldilocks smart? Would you have gone into the strange house?"

Submitted by Valerie Shaw, aunt of James Shaw

George Howland School
Anita Moore, Principal

HOMEWORK TASK WORKSHEET

Title of Exercise: Reading from the Sunday School Children's Bible Stories.

Objective: To develop reading comprehension and fluency while gaining understanding of the Bible stories.

Materials required for the exercise: Sunday School books containing Bible stories and exercises.

Procedures for the exercise (How-To-Do-It):

Have the child read the Bible lesson from the book. Help the child with whatever words or phrases he/she has difficulty reading.

Discuss the pages the child has read. Ask the the child questions about the material covered.

Have child reread various sections if he/she has difficulty answering the questions asked.

Have child tell the story to you in his/her own words. This will help the child remember sequence of events and story line.

submitted by Rev. O.J. Wormley,
father of Oneisha

George Howland School
Anita Moore, Principal

HOMEWORK TASK WORKSHEET

Title of Exercise: Reading the Television Guide

Objective: Bringing the child to an understanding of a different kind of reading.
This is the kind of reading a child must do in order to read a T.V. Guide and is the same kind of reading one must do for reading charts of all kinds.

Materials required for the exercise: A T.V. Guide from the store or the newspaper, paper and pencil.

Procedures for the exercise (How-To-Do-It):
Sit down with the child and plan an evening of television after the homework and supper periods are over.
Sit down and plan a weekend of television viewing together.

Ask the child what he might like to watch on the T.V. on a given evening or weekend. Show the child how the T.V. Guide is divided into days of the week and times during the day and the evening.

Plan together the programs, writing down the program, the channel and the time the program is on. Help the child write this information in chart form.

Go over the information together to see if you agree on the selections.

submitted by Rev. O.J. Wormley
father of Oneisha

George Howland School
Anita E. Moore, Principal

HOMEWORK TASK WORKSHEET

Title of Exercise: Reading Aloud with more than one child participating.

Objective: To give each child the opportunity to practice reading orally.

Materials required for the exercise: Reading material recommended by the teachers.

Procedures for the exercise (How-To-Do-It):
Have the children take turns reading from the material (book or worksheet).
Give the children opportunity to help each other with unfamilar words. If the children cannot read a word, help them to do so.

Read until the story is finished or until there is a good point where the story can be continued the next day.

After the children have read, let them tell about the page or story.

submitted by Barbara Thomas,
mother of Dennis and Victoria

HOMEWORK TASK WORKSHEET

Title of Exercise: Training the Child's Mind: Remembering a Series of Events

Objective: To help the child remember things in order.

Materials required for the exercise: Pencil and paper for the parent. If you have a chalkboard you can use the board instead of paper and pencil.

Procedures for the exercise (How-To-Do-It):

Begin by having the child tell you what he did at school in the morning time.
List the things the child tells you on the paper.

Ask, "What did you do first." "What did you do next", etc.

Keep making a game of this.

Have the child tell you what he did all day.
Have the child tell you what the teacher wore today or what the child had for lunch today, yesterday, etc.

Continue this until the child is able to remember a long series.

Submitted by (Lula) Faye Allen, mother of Charlie Allen

George Howland School
Anita Moore, Principal

HOMEWORK TASK WORKSHEET

Title of Exercise: Training the Child's Mind: Keeping the Child's Attention for a Period of Time.

Objective: To help the child remember small things: Simple skills for a five year old.

Materials required for the exercise: Paper, pencil, alphabet books and number books from the Public Library. Homework sheets that have been sent home.

Procedures for the exercise (How-To-Do-It):

The first thing to do is relax the child. Make a game out of doing the homework.
The first 20 minutes of the homework period should be oral.
Discuss the work with your child. Say, "I bet you don't know this number (or letter, etc.)".

Try to keep the child's attention for the entire 20 minutes. If the child begins to do things other than the homework, start another game to bring back the attention.

The next 10 minutes should be for written homework. Continue to develop your child's concentration. Read the directions to an exercise and ask the child to listen well. Then have the child write as directed.

Example: Circle the picture that begins with c, h, s, t, etc.
Fill in the space with the missing letter A B C _ E, etc.

Submitted by (Lula) Faye Allen, mother of Charlie Lee

Spelling Activities

George Howland School
Anita Moore, Principal

HOMEWORK TASK WORKSHEET

Title of Exercise: Alphabetizing Words

Objective: To teach the child order in cataloging familar words.
To help the child understand how the dictionary and library card catalog are organized.

Materials for the exercise: All those word cards you have made for review and learning of reading vocabulary.

Procedure for the exercise (How-To-Do-It):
Take the cards from one vocabulary list (about 20 words). Have the child put the cards in alphabetical order.
Do the same with each week's word cards.
When there is time during the homework period, have the child combine two or more groups of word cards in alphabetical order.

submitted by Clara Muhammad,
mother of Aaliyah Fardan

George Howland School
Anita E. Moore, Principal

HOMEWORK TASK WORKSHEET

Title of Exercise: Spelling/Reading Vocabulary Drill

Objectives: Practice in recognizing reading vocabulary through spelling.

Materials required for the exercise: Word cards, word lists, readers, library books and paper and pencil if the child can write well.

Procedures for the exercise (How-To-Do-It):
Have the child read the sight word from the word card. Next, have the child spell the word orally, if the child cannot write well. Or have the child write the word, spelling it as he/she writes it.

Next have the child read all the words he/she has learned.

Read from the book where the words have been taken.

submitted by Jimmie Henigan,
mother of Antionette

George Howland School
Anita Moore, Principal

HOMEWORK TASK WORKSHEET

Title of Exercise: Spelling Is Fun

Objective: To strengthen the child's listening skills in spelling tasks.

Materials required for the exercise: The weekly spelling list and/or vocabulary words.

Procedures for the exercise (How-To-Do-It):
Take turns calling and spelling words with your child.

Be sure to make mistakes when it is your turn. Allow the child to correct your mistakes.

This can be done both orally and written. This makes it fun for both the parent and child.

submitted by Shirley Owens,
mother of Kathy

George Howland School
Anita Moore, Principal

HOMEWORK TASK WORKSHEET

Title of Exercise: Reading Pictures by Sound

Objective: Making the child aware that words are made up of certain sounds. The child can see a picture, name the picture and tell the beginning sound of the word that represents the picture.

Materials required for the exercise: Pictures of any kind, from magazines, workbooks, picture books, reading books, etc.

Procedures for the exercise (How-To-Do-It):
Show the child one of several pictures. Ask the child to name the picture. Once the child gives the picture a name, ask the child to tell what sound the picture starts with.
If the child does not know or can not tell the beginning sound, tell it to the child.
This is a very good exercise for more than one child and for preschool children as well.

Continue this exercise on a regular basis until the child is aware of all beginning sounds.

submitted by Michele Moore,
mother of Kentheney

George Howland School
Anita Moore, Principal

HOMEWORK TASK WORKSHEET

Title of Exercise: Spelling by Sound

Objective: To allow the child to write the sounds he/she has learned to make meaningful word units.

Materials required for the exercise: Paper and pencil, chalkboard and chalk, or other writing materials.

Procedures for the exercise (How-To-Do-It):

Tell the child that "we" are going to spell words by sound.
Next, spell the word cat by sound.
"First sound 'c', next sound 'a', third sound 't'. Make sure the child writes these sounds next to one another, going from left to right.
Have the child read what he has written, by sounding out the word, left to right.

Do this exercise using five or ten similar words.

Example: cat, hat, bat, mat, fat, rat, sat, etc.
bad, sad, lad, had, mad, dad, etc.

When the child can do this with ease, change the middle and ending sounds with each word spelling to make sure the child can hear, write, and blend all the sounds into many words as he/she hears the sounds.

submitted by Pamela Woods,
mother of Temeka Ollie

George Howland School
Anita Moore, Principal

HOMEWORK TASK WORKSHEET

Title of Exercise: Using Mathematics Flash Cards

Objective: Teaching the child to do mathematics processes rapidly without counting on fingers or using counters.

Materials required for exercise: Addition, subtraction, and when appropriate multiplication and division flashcards. These may be homemade or store-purchased.

Procedures for the exercise (How-To-Do-It):
Once you are sure your child can do mathematic processes and understand what the meaning of the process is by using counters, flashcards should be introduced to develop speed and to allow the computation to become automatic.

Example: The child is able to do simple problems, such as add 3 + 6= 9

and/or

subtract 9-6=3

using counters, the child understand the processes of addition and subtraction. The child is now ready for flashcards to allow him to do the processes rapidly, without using counters each time.

Show the child several flashcards, one at a time and allow the child to state the entire problem and give the solution. In the beginning use all addition first, then all subtraction. As the child is able to do this with speed, mix the processes. Practice will make the process automatic.

Submitted by Helen Williams, mother of Barbara 32

George Howland School
Anita Moore, Principal

HOMEWORK TASK WORKSHEET

Title of Exercise: Doing All Word Math Problems

Objective: To bring the child to the understanding that word problems in mathematics can be translated literally and worked using numbers and signs.

Materials required for the exercise: paper, pencil, chalkboard, chalk or other writing material. Several math word problems.

Procedures for the exercise (How-To-Do-It):
Have the child read the first math problem.
Next write down, in numerical signs, what needs to be worked in order to solve the problem.
Work the problem to the solution.

Example: Jane had six cookies. She gave three to Karen. How many did she have left?

$$\begin{array}{r} 6 \text{ cookies} \\ -\ 3 \text{ cookies} \\ \hline 3 \text{ cookies} \end{array}$$

submitted by Pamela Woods,
mother of Temeka Ollie

George Howland School
Anita Moore, Principal

HOMEWORK TASK WORKSHEET

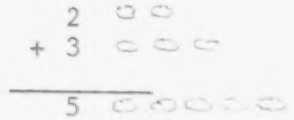
Title of Exercise: Doing Math Word Problems

Objective: To help the child understand that word problems are a way of reading and doing mathematics.
To help the child translate the written word to the math symbol.

Materials for the exercise: Book or sheet with word problems on it. Paper and pencil.

Procdures for the exercise (How-To-Do-It):
Sit down with the child in a quiet place. Read the first word problem together.
Have the child write the problems in symbols on the paper. Example: Two cookies and three cookies are how many cookies all together.

On paper have the child write:



Continue doing this until the child has complete understanding of the process.

Go on to subtraction word problems.

submitted by Clara Muhammad,
mother of Aaliyah Fardan

HOMEWORK REPORT CARD

The Howland Parents of primary children designed the following Primary Homework Report Card. This card expresses the exact information the parents would like to have reported to them on a quarterly basis.

This would be in keeping with the Chicago Public Schools' Report Card reporting to the Parents on a quarterly basis.

George Howland School
Anita Moore, Principal

HOWLAND PRIMARY HOMEWORK REPORT CARD

	Marking Period			
	1st	2nd	3rd	4th
Reading				
Assignments				
Number given				
Number completed				
Mathematics				
Number given				
Number completed				
Science				
Number given				
Number completed				
Vocabulary				
Number given				
Number completed				
Spelling				
Number given				
Number completed				

Name_____
Grade_____Room_____
Teacher_____

Average Number of Homework Assignments Given and Completed
Per Marking Period

Room-Grade-Enrollment			Marking Period First	Second	Third	Fourth
1	Kdg	28	G=35 C=432 %=44	G=40 C=626 %=56	G=40 C=785 %=70	G=32 C=792 %=88
2	Kdg	32	G=35 C=461 %=41	G=40 C=761 %=59	G=40 C=922 %=72	G=32 C=956 %=93
3	First	27	G=40 C=414 %=38	G=40 C=577 %=58	G=40 C=779 %=72	G=32 C=822 %=95
4	First	35	G=40 C=516 %=37	G=40 C=836 %=60	G=40 C=967 %=69	G=32 C=1090 %=97
5	Second	28	G=40 C=483 %=43	G=40 C=822 %=73	G=40 C=978 %=87	G=32 C=855 %=95
6	Second	31	G=40 C=521 %=42	G=40 C=935 %=75	G=40 C=988 %=80	G=32 C=946 %=95
7	Third	26	G=40 C=445 %=43	G=40 C=644 %=62	G=40 C=814 %=78	G=32 C=805 %=97

Key: G = Number of Assignments Given
C = Number of Assignments Completed
% = Percentage of Students Who Completed Assignments

THE BOARD REPORTER

CHICAGO PUBLIC SCHOOLS • DEPARTMENT OF COMMUNICATIONS • 890-3750

VOL. 5, NO. 16

REPORT OF THE MAY 14, 1986 MEETING OF THE BOARD OF EDUCATION, CITY OF CHICAGO

ANNUAL REPORT SHOWS CHICAGO PUBLIC SCHOOLS IN EXCELLENT FINANCIAL SHAPE

The 1985 financial report, prepared by the outside, independent firm of Arthur Andersen and Company, indicates that the Board overall is in excellent financial condition. Clark Burrus, chairman of the Finance Committee, said that school finances are in a healthier state now than in the last ten years.

"The report demonstrates that the Board can manage its financial affairs and stay within its resources," Burrus said.

Burrus said the results of the independent report will be used to seek an upgrading in the Board's credit rating when presentations are made in the next few weeks to the major rating services.

NEW HOMEWORK POLICY APPROVED

Board approved a new homework policy which includes the purposes for homework assignments and the frequency of homework according to grade level. The purposes of homework, as defined by the new policy, include reinforcement of teaching, development of creativity and reasoning skills and the preparation of the student for class participation.

The following are minimum times suggested for homework allocation: kindergarten, periodic assignments of 15 minutes; grades 1-3, 30 minutes a day; grades 4-6, 45 minutes a day; grades 7-8, 90 minutes a day; and grades 9-12, 150 minutes a day.

The policy also defines the roles of the principal, teacher, parent and student in connection with homework. It states that the principal should develop a schoolwide homework policy in consultation with staff and the local school council. Teachers are charged with developing a classroom plan to develop and monitor homework assignments. Students are asked to maintain a homework assignment book which would list assignments and due dates. Parents are asked to check this book frequently to make sure their children are completing assignments.

KINDERGARTEN ENROLLMENT POLICY APPROVED BY BOARD

A new policy which permits the assessment of children born between November 2, 1981 and December 1, 1981 for early entry into kindergarten was approved. Children who will be five years old by November 1, 1986 will be admitted to kindergarten in September, 1986, according to the new policy. The assessment includes parent interviews to ascertain the child's medical history, and screenings for auditory, visual and motor development. Those students evaluated not ready for early entry into kindergarten will be considered for pre-school programs. Children enrolled in the Chicago Public Schools classes for three-year olds in September 1984, who were born between November 2 and December 1, 1981 will enter kindergarten without assessment. The change in kindergarten entry policy is in compliance with a state law which changed kindergarten entry dates in Illinois.

BOARD REQUESTS PBC BUILD ADDITION FOR FULTON SCHOOL

Board approved a resolution to request the Public Building Commission to build a modular addition for Fulton Elementary School, 5300 S. Hermitage Street. The addition, to be completed in September 1987, will relieve severe overcrowding in the main school building.

Appendix J

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LESSON PLANS

Week of_____ Teacher_____ Grade_____ Room_____

OBJECTIVE	ACTIVITIES	EVALUATION

(All lesson plans are to be submitted on Friday morning, in preparation for the coming week)

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Homework:

_____M

_____T

_____W

_____Th

_____

Unit Mastery Report

Gr_____Room____

Unit_____

Date_____

Membership_____

Number Passed_____

_____

Pupils Needing Tutoring_____

1.

2.

3.

4.

5.

6.

7.

8.

SPECIAL EVENTS

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